

# Pumpkin Patch Day Nursery

Inspection report for early years provision

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**Unique reference number** EY363805  
**Inspection date** 02/12/2008  
**Inspector** Hazel Farrant

**Setting address** Pumpkin Patch Day Nursery, 166 Alexandra Road,  
Farnborough, Hampshire, GU14 6RY  
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**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

## Description of the setting

Pumpkin Patch Day Nursery is the second setting owned by Pumpkin Patch Day Nurseries and registered in 2008. It is a privately-owned day nursery which is registered on the Early Years Register to provide care for a maximum of 36 children. The nursery operates from a private house close to Farnborough town centre and the local college. Children who attend have parents who work or live in the Farnborough area. The nursery consists of four separate rooms which are located on the ground and first floor of the property. The children have the use of an enclosed rear play area. The nursery accepts children from six weeks to five years old. It currently has 54 children on roll with 14 children attending who are in receipt of nursery education funding. The nursery supports children with learning difficulties/disabilities and those who speak English as an additional language. It is open every day except bank holidays from 08.00 to 18.00 Monday to Friday and this can be extended in some circumstances from 07.30 to 18.30. There is a team of 16 full and part-time staff plus the cook and two bank staff working at the nursery. Over half the staff have appropriate qualifications and experience.

## Overall effectiveness of the early years provision

Children are making good progress due to the individual attention they receive from the competent team of caring staff. The adults caring for children recognise and value each child's unique qualities so that the programme of activities is inclusive to all abilities and stages of development. Staff are committed to continuous improvement through attending regular training. Parental questionnaires are used effectively to evaluate the service being provided.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop links with other services and providers to promote the integration of care and education
- consider ways to make the best use of free-flow access to the outside area and further enhance resources and activities within this area to support and extend children's curiosity, exploration and play
- ensure staff consistently follow good hygiene procedures to promote good health within the nursery.

## The leadership and management of the early years provision

The nursery has recently changed ownership and the management team and their staff have worked hard to ensure a smooth transition for children and their families. All required documentation to support children's care and welfare is in place. The nursery is successfully organised on a day-to-day basis by an experienced manager and staff who work consistently well together. Staff are clear

about their roles within the nursery and they receive good support to attend regular updates on training courses to refresh their skills. There are effective systems in place to discuss the needs of each child and to plan improvements to the nursery. The action plans focus on issues that bring about direct benefits to the children such as providing continuous provision for the children. The nursery has recently started to use Ofsted's self-evaluation form. However, there are other systems in place to monitor and evaluate the provision so that any weaknesses are identified and addressed. For example, additional furniture and equipment has recently been purchased to further enhance the learning environment. Risk assessments are completed regularly to monitor safety and reduce potential hazards both inside and outside of the nursery.

The management are vigilant in safeguarding children and ensure adults working in the nursery undertake suitable checks. Staff are fully aware of their responsibilities with regard to child protection, and know the procedures to follow if they have any concerns about a child. Comprehensive policies are shared with parents so they are clear about the procedures that are in place to effectively support the children's learning and development. Children learn about their own and each other's lives, for example, through bringing in photographs of members of their family, and pictures of themselves as babies. Parental involvement is fully embraced, and the nursery maintains an 'open door policy'. For example, parents and extended family are invited to 'stay and play' sessions. Information for parents is of a good quality and regular newsletters and daily diary sheets ensure a good two-way flow of useful details. Parents speak of their high levels of satisfaction with the quality of care their children receive. Currently the nursery and other settings caring for children within the Early Years Foundations Stage (EYFS) do not share relevant information. Therefore, future planning is not consolidated in order to build upon the child's current interests and experiences.

## **The quality and standards of the early years provision**

Children show great enthusiasm for being at the nursery and are very secure and settled. Top priority is given to developing children's social and emotional skills. Children benefit from staff who act as good role models where they are learning the importance of good manners and show concern and respect for one another. There is a very happy, positive atmosphere throughout the nursery as children enjoy very strong, loving relationships with the staff through an effective key person system. This results in strong emotional attachments between children and staff and ensures their emotional security. Children develop a very strong sense of belonging as staff clearly value what children say and listen to, and acknowledge, their view and support them in their learning. Children's individual routines are respected so that they are able to eat and rest at times that suit them best.

All children have regular access to the outside play area. However, the nursery has not fully implemented a free-flow environment to allow children to decide their preferred learning style. In addition to this, staff do not always consider ways of further enhancing resources and activities in the outside area to support and extend children's curiosity, exploration and play. Children's good health is generally effectively supported. Although not all staff consistently promote infection control

when helping children to wipe their noses. Children benefit from healthy freshly cooked meals and have easy access to drinking water throughout their stay. Children are able to use problem solving in every day routines such as laying the meal table with the correct number of plates and cutlery. Children enjoy visitors to the nursery who help them to learn about healthy lifestyles such as 'Stretch and Grow' where children learn about how their bodies work. All children take part in music lessons provided by an external teacher, where they enjoy learning about sounds and rhythms as they sing along to the music.

Children develop very strong attitudes towards learning as staff provide a wide range of fun activities which are based on children's own interests. Staff have a very good understanding of the early learning goals and extend children's learning through practical experiences and regular outings within the local area. For example, children experience visits within their community and have recently visited a local garage to view the cars on the forecourt. They learn how to behave when near traffic; this helps to broaden children's learning and enables them to recognise how to stay safe. Young children delight in using a variety of paints and resources to express their creativity as they make a 'snow globe' to display within the nursery.

Staff regularly observe children in order to identify children's further learning and development needs. The procedures throughout the nursery for evaluating children's learning are in the process of change due to the change of ownership and the implementation of the EYFS. Staff are being supported well during this time of change in order to provide good quality care and learning for all the children within the nursery.

There is good provision for children to develop their communication, literacy and numeracy skills. Children benefit from lovely cosy areas within each base room where they can sit comfortably and enjoy looking at books together. All children benefit from self-select resources within the nursery which are very well resourced. This enables children to handle resources, such as telephones, computers and calculators, which enhance children's life skills and contribute towards their economic well-being.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.